

Glasser's Choice Theory

Unfulfilled needs and inappropriate behaviour

Unfulfilled needs promote inappropriate behaviour in many forms. Teachers can avoid these problems by discerning children's needs and by helping them satisfy their needs legitimately before patterns of inappropriate behaviour develop.

For example, children's sense of wellbeing may depend on getting attention from teachers; they may continually seek approval as a sign that others accept them. In a class of 30 or more students, teachers cannot satisfy everyone's needs on demand. So, some students resort to misbehaviour, which is a sure way of getting the teacher's attention. It would be better for the teacher to anticipate students' need for attention and satisfy them in advance rather than wait and react negatively when students misbehave. For instance teachers could call attention to students by having them share their hobbies with the rest of the class or by giving them responsibilities in class that provide status.

It is not uncommon to claim that certain children require too much attention because they are used to getting it, even when in fact they come from an attention deprived background. It is normal for children to want attention from adults. The problem is not so much a desire for too much attention but a result of receiving too little. Children may misbehave to make up for this deficiency.

p.159 Edwards & Watts

As a group, devise a role-play to present to the rest of the tute group, creating a classroom scenario where the unfulfilled needs of a student have led to inappropriate behaviour. You may like to show 2 different approaches, one being Glasser's and the other being a more typical and traditional approach. You have 10 minutes to prepare. Your role play should run for approximately 4-5 minutes.

Boss Management versus Lead Management

The boss manager is coercive and uses external control psychology to deal with students who do not do what the manager wants them to do (Bock & Greene 2007). They boss and try to control students by using language like 'should' and 'must', and use threats of punishment and promises of reward. Lead managers, on the other hand, use internal control psychology and work with students to help them to self-evaluate their behaviour, to solve problems and use questioning, and to guide them to achieve. They choose language that is based on enabling students to work out their problems without threats or punishment. This offers them the chance to stay connected to the people who can help them succeed. Lead managers eliminate coercion. They provide learning experiences that are perceived by the students as useful and where they learn to apply their knowledge. They provide opportunities for students to self evaluate.

p.164 Edwards & Watts

As a group, devise a role-play to present to the rest of the tute group, creating a classroom scenario where a drama of some description has occurred and it is dealt with by the teacher using Boss Management to deal with the inappropriate behaviour. Then switch to the same scenario being dealt with using Lead Management. The audience will need to recognise a clear difference between the two approaches. Think about the language you use, your posture and stance and the dynamics of the two different scenarios. You have 10 minutes to prepare. Your role play should run for approximately 4-5 minutes.

List as many reasons as you can that might explain why a child misbehaves and acts in an attention seeking way in a primary classroom. Be as specific or as general as you wish. Don't hesitate to look for a root psychological cause.

*

*

*

*

*

*

*

What could you do or what could you put in place to alleviate or avoid this type of behaviour?

*

*

*

*

*

*

*

*